

# CHILD STUDY

## Volume 14

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# CHILD STUDY

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## THE EDITORS' PAGE

PERENNIALY at this season of the year we are concerned with children and schools. Now that the vacation season is over our immediate concern is that the children should be ready for the adjustments which the change from home to school environment necessitates.

INCREASINGLY as we enlarge our knowledge and understanding of child nature we realize the urgency of coordinating the influences and experiences governing the child's growth—physical, mental, emotional, social—to the end of complete integration. Between the school and the home, the two most potent factors in the child's early education, there must be sympathetic understanding and as complete cooperation as possible. For the young child of kindergarten or early school age, entering school for the first time, there are particularly radical adjustments to make, and good home-school team work is especially desirable.

BUT FOR all children school readiness is essential. Physically, children should be in as good condition as possible. The summer round-ups, conducted by the Parent-Teacher Association during recent years, represent an important step in the direction of better school work, as well as better health for school children. A careful physical examination, followed by remedial measures when necessary, is the best preparatory step. The school encourages and supplements the services which the home initiates and continues.

IMPORTANT as is physical readiness, it is but one of several essentials. Emotional readiness and social readiness are vital if the school year is to be fruitful in happiness and achievement. Responsibility for readiness to enter school and to achieve success there is a shared one—shared by children, parents, teachers, and school officials generally. Children realize and are affected by the presence or absence of sympathetic cooperation between the school and the home. The teacher must study and understand the child, not at school alone but in relation to his home background; the parents must understand and be in accord with the school, its methods, and objectives—to the end that both may work intelligently toward their common goals and purposes.

*J. H. Studebaker*

U. S. COMMISSIONER OF EDUCATION

# CHILD STUDY

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OCTOBER, 1936

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ONE DOLLAR THE YEAR

## NEXT ISSUE

Topic: Women in Conflict, based on lectures sponsored by the Association last year. A follow-up course, Marriage Today, is offered this season. See page 30.

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## HEADLINES

We make our bow in a new red and gray dress designed by Miss Ruth Fleischer, magazine art specialist and editor; and with a new department, too.



Undoubtedly you have heard of the fabulous woman who always knows where to buy oversized safety pins or non-scuff play shoes? Well, *Shop Talk*, by Pauline Fadiman, is that woman in print: a page of information to help you buy not only wisely but well for your boys and girls.



We plan to tell you each month in this column about the authors of our magazine — briefly, of course — so you can feel a little better acquainted with them as you read. Dr. Edward Liss is an expert in child guidance, and consulting psychiatrist at several progressive schools in and near New York. Martha May Reynolds is Professor of Child Study at Vassar, and has a philosophy that children are the same the world over, while teachers' attitudes are the things that change. Bess B. Lane, who writes about progressive schools, has had long professional experience in several, as well as in schools of the more conservative type. Elizabeth Irwin, principal of the Little Red School House in New York, knows whereof she writes from years of practical experience. And our own Mrs. Gruenberg has just returned from Europe, where she gave a course on Family Relationships at the World Conference of the New Education Fellowship in Cheltenham, England.